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## ABSTRACT

One of eight papers from Project Seed, this paper describes WIN-WIN, a four-session classroom guidance program designed to teach third-grade children a step-by-step process of conflict resolution and peace-making. Participants, program goals, and anticipated outcomes are briefly described. A section on procedures describes each of the following 30-minute sessions: (1) define peace and peacemaking, conflict and resolution; (2) review session 1 and the terms learned in that session, complete various activities, and introduce the WIN-WIN process; (3) review the first two sessions and demonstrate a role-play of using the WIN-WIN process to resolve a conflict; and (4) review the previous lessons, practice role-playing, and conclude the series of lessons by having the students make pledges to help make their school a more peaceful place. Resources needed to implement the program are described and copyable forms for activities suggested in the session descriptions are appended.  
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# "WIN-WIN: CONFLICT RESOLUTION"

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## **WIN-WIN: Conflict Resolution**

WIN-WIN is a 4-session classroom guidance program designed to teach 3rd grade children a step-by-step process of conflict resolution and peace-making.

### **PARTICIPANTS**

WIN-WIN has been introduced to 3rd grade children and repeated with 4th grade children. It could easily be extended to 5th graders, too. The program can be presented by a school counselor or a classroom teacher. A confident volunteer could also present the program.

### **PROGRAM GOALS**

WIN-WIN teaches children a peaceful process for resolving conflicts. Children see themselves and their peers as valued persons, with special strengths and individual differences. Children develop a tolerance for differences and a sense of responsibility for their own behavior. Children practice giving themselves and others positive feedback, make their own copies of the WIN-WIN guidelines and experience using WIN-WIN by role-playing conflicts and their resolutions. This program helps children develop an awareness of peaceful alternatives to violence. It can be used to develop an atmosphere of acceptance of peace-making.

## **OUTCOMES**

In the WIN-WIN program children develop knowledge of individual strengths and differences, positive choice-making and the WIN-WIN process. They also develop attitudes of increased appreciation of self and others and a tolerance of differences. While practicing the WIN-WIN process, children develop skills of communication and self expression. They practice behaviors of self-control, negotiation, positive self-esteem and responsibility for their own choices.

## **PROCEDURES**

WIN-WIN can be presented in four 30-minute sessions.

Session 1: Define Peace and Peacemaking, Conflict and Resolution. Have the children generate a list of synonyms for each term. The list might include no fighting, getting along, cooperating for Peace and solving problems, not arguing, understanding for Peacemaking. Children often use the terms fight or problem to define Conflict. They like finding the hidden meaning of resolution within that word--solution. Explain that Peacemaking starts with an individual and that Peacemakers are people who feel good about themselves. Help the children discuss some of the qualities for which they feel good about themselves. Sometimes a discussion of boasting vs. feeling good is helpful. Generate a list of things the children feel good about, such as good runner, good listener,

helpful friend. Have the children complete the Give Yourself A Hand activity, cut out the hands and mount them on a large piece of mural paper with the heading: PEACEMAKERS GIVE THEMSELVES A HAND. Display the mural prominently in a school hallway.

Session 2: Review Session 1, the terms Peace and Peacemaking, that Peacemaking starts with an individual and that Peacemakers feel good about themselves. Also review the terms Conflict and Resolution. Help the children discuss some of the ways they reach out to others to help others feel good about themselves. Have the children complete the Letter activity. Collect the letters as they are completed, review them for appropriateness. When all the letters are completed, read aloud the letters, omitting the signature (if there is one). Give each recipient his or her letter to keep. Introduce the WIN-WIN process, using a poster of the process. Explain each step, emphasizing the need to feel good about yourself and the intent to help others feel good about themselves.

Session 3: Review Sessions 1 and 2, Peace and Peacemaking, the importance of the individual, the importance of feeling good about ourselves. Review the terms Conflict Resolution and that WIN-WIN is a process they can use to resolve conflicts. Using a poster of the WIN-WIN steps, demonstrate a role-play of using the process to resolve a conflict. Another adult or a child can assist in the demonstration. Divide the students into small groups (no more than 4 to a group). Give

each group a conflict situation and ask them to come up with a resolution that they can show to the class in a short role-play. Have each group present its role-play, coaching them through the steps as necessary. Give hearty applause to all efforts!

Session 4: Review the terms Peace, Peacemaking. Review Session 3. Give each student a WIN-WIN card and have each student make a copy of the WIN-WIN steps. Practice a few more role-plays. Discuss with the students how each of them could help to make your school a more peaceful place. Have each student complete a Contribution Pledge. Mount the pledges on a large piece of mural paper with the heading We Can Make Our School a More Peaceful Place. Display the mural in a prominent place in a school hallway. Also display the WIN-WIN process poster.

## **RESOURCES**

At the end of this packet you will find copyable forms for the activities suggested in the sessions described above. There are also other forms for alternative activities. Books that contain great ideas for activities include: Learning the Skills of Peacemaking, Naomi Drew, Jalmar Press; Creative Conflict Resolution, William J. Kreidler, Good Year Books; I've Got Me and I'm Glad, Cherrie Farnette, Imogene Forte, Barbara Loss, Incentive Publications; Connecting Rainbows, Bob Stanish,

Good Apple Books; and the Good Apple Activity Series Caring, Cooperating, Sharing, Feeling, Communicating, Belonging by various authors and all published by Good Apple Books.

## **MATERIALS**

To use WIN-WIN in a classroom, you will need access to a photo-copier and photo-copying paper, oaktag or heavy construction paper, mural paper, scissors, glue, magic markers. It is helpful to have a volunteer create a poster size copy of the WIN-WIN process.

## **CONCLUSION**

The WIN-WIN program is fun and easy to present. It could readily be expanded to more sessions and could easily be incorporated into a study of other lands and cultures. Children derive a vast amount of pride, pleasure and confidence as they find opportunities to practice using WIN-WIN. Self-esteem increases while playground conflicts decrease. Teachers willing to coach and assist children as they attempt to use WIN-WIN can enhance the effectiveness of the program.

## WIN-WIN POSTER

### WIN-WIN

1. Time Out
2. I Feel...
3. You Feel...
4. I'm Responsible for...
5. We Could...
6. We Can Still Be Friends

### Explanation:

1. When you have a conflict it is important to take time out to calm down.
2. Each person involved takes a turn talking about how he or she feels when the conflict situation happens.
3. Each person reflects what he or she heard the other(s) say about feelings.
4. Each person takes ownership of his or her part in the conflict.
5. Each person offers one or more suggestions for resolution to the conflict.
6. Each person affirms: "We Can Still Be Friends".

It is useful to have the steps 1-6 printed in large poster format. The presenter uses the explanations when discussing the process with the class.



## **GIVE YOURSELF A HAND ACTIVITY**

On a sheet of photo-copier paper, trace your own hand. Title the page GIVE YOURSELF A HAND. Follow directions in Session 1.

## **ROLE-PLAY ACTIVITY**

Situation 1: Someone keeps putting his or her things on your desk and you don't like this. You're tired of all that stuff on your desk. What will you do?

Situation 2: You want to play dodge ball with some other kids at recess, but they say they won't let you play. What could you do?

Situation 3: You've worked really hard on your homework. A friend asks to copy it. You don't want to share your work. What could you do about this?

Situation 4: Some kids are arguing about who should be first to run in a race. You want to be first, too. What can you do about this problem?

Situation 5: You don't like it when your Mom or Dad yells at you to do your chores. Your Mom yells at you to take out the rubbish. What could you do?

Situation 6: You and a friend are at the store together. You each want to buy an orange popsicle, but there is only one in the freezer. What can you do to resolve this conflict?

## **WIN-WIN CARD ACTIVITY**

Cut pieces of oaktag or construction paper into 3"X4" sections. Lightly draw seven lines on each section. Give these to the children when they are ready to make their own copies of the WIN-WIN process.

## LETTER ACTIVITY

Dear \_\_\_\_\_

Write one or two sentences telling this person something that you like about him or her. Remember that positive feedback helps a person to feel good about himself or herself.

(Teachers should fill in the names of individual students in the greeting before giving the letters to students to complete)

## CONTRIBUTION PLEDGE ACTIVITY

I Pledge to Contribute to the Peacemaking at My School by

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Student Signature

## WALLS OF CONFLICT ACTIVITY

Sometimes we build walls between our friends and ourselves by creating conflicts. Fill in some of the stones in this wall with words that can create conflicts.

## BUILDING BRIDGES OF PEACEMAKING ACTIVITY

Think of some words that describe what you do when you are a Peacemaker. Write some of those words on the planks of the bridge.
